

## BRUSHY CREEK ELEMENTARY

1344 Brushy Creek Road

Taylors, SC 29687

**GRADES** K-5 Elementary School

**ENROLLMENT** 652 Students

**PRINCIPAL** Sandra G. Monts 864-292-7705

**SUPERINTENDENT** Dr. William E. Harner 864-241-3456

**BOARD CHAIR** Tommie E. Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
29	28	2	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

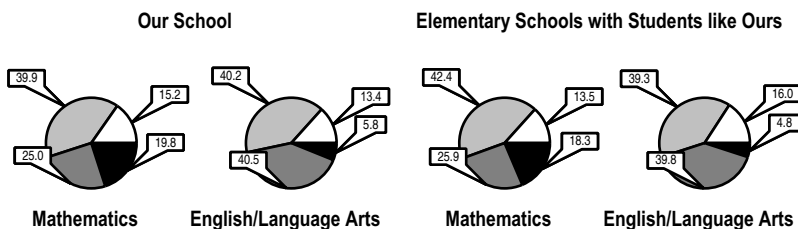
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Excellent	Excellent	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	41	116	84
Percent satisfied with learning environment	97.5%	89.4%	89.3%
Percent satisfied with social and physical environment	100.0%	86.2%	76.3%
Percent satisfied with home-school relations	100.0%	90.4%	91.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	353	99.7	13.4	40.2	40.5	5.8	46.3	17.6
Gender								
Male	191	99.5	14.5	40.2	40.8	4.5	45.3	17.6
Female	162	100.0	12.1	40.3	40.3	7.4	47.7	17.6
Racial/Ethnic Group								
White	250	99.6	7.7	36.3	48.7	7.3	56.0	17.6
African-American	81	100.0	30.6	51.4	16.7	1.4	18.1	17.6
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	15	100.0	20.0	53.3	20.0	6.7	26.7	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	295	100.0	6.1	40.3	46.8	6.8	53.6	17.6
Disabled	58	98.3	54.0	40.0	6.0	N/A	6.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	353	99.7	13.4	40.2	40.5	5.8	46.3	17.6
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	348	99.7	13.0	40.2	40.9	5.9	46.7	17.6
Socio-Economic Status								
Subsidized meals	104	99.0	23.5	49.4	25.9	1.2	27.1	17.6
Full-pay meals	249	100.0	9.9	37.0	45.7	7.4	53.1	17.6

Mathematics								
All students	353	99.7	15.2	39.9	25.0	19.8	44.8	15.5
Gender								
Male	191	100.0	15.6	35.6	26.7	22.2	48.9	15.5
Female	162	99.4	14.9	45.3	23.0	16.9	39.9	15.5
Racial/Ethnic Group								
White	250	99.6	9.0	37.6	29.5	23.9	53.4	15.5
African-American	81	100.0	34.7	47.2	13.9	4.2	18.1	15.5
Asian/Pacific Islander	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	15	100.0	26.7	40.0	20.0	13.3	33.3	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	295	100.0	8.6	40.6	28.1	22.7	50.7	15.5
Disabled	58	98.3	52.0	36.0	8.0	4.0	12.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	353	99.7	15.2	39.9	25.0	19.8	44.8	15.5
English Proficiency								
Limited English proficient	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	348	99.7	15.2	39.6	25.1	20.1	45.2	15.5
Socio-Economic Status								
Subsidized meals	104	100.0	31.8	48.2	14.1	5.9	20.0	15.5
Full-pay meals	249	99.6	9.5	37.0	28.8	24.7	53.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	102	N/A	7.9	21.8	57.4	12.9	70.3
	Grade 4	125	N/A	8.8	49.6	39.2	2.4	41.6
	Grade 5	123	N/A	15.6	49.2	34.4	0.8	35.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	10.3	26.4	49.4	13.8	63.2
	Grade 4	125	99.2	15.5	38.2	42.7	3.6	46.4
	Grade 5	133	100.0	13.7	51.1	32.8	2.3	35.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	102	N/A	11.9	42.6	26.7	18.8	45.5
	Grade 4	125	N/A	13.6	40.8	26.4	19.2	45.6
	Grade 5	123	N/A	20.5	45.9	18.0	15.6	33.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	95	100.0	12.6	28.7	32.2	26.4	58.6
	Grade 4	125	100.0	18.0	40.5	17.1	24.3	41.4
	Grade 5	133	99.2	14.6	46.9	26.9	11.5	38.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 652)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Up from 1.2%	1.8%	2.4%
Attendance rate	96.7%	Down from 96.9%	96.3%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	35.1%	Up from 34.4%	25.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.2%	Down from 8.9%	6.7%	8.0%
Older than usual for grade	0.6%	No change	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	52.5%	Down from 57.9%	53.3%	50.0%
Continuing contract teachers	85.0%	Down from 92.1%	87.1%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.6%	Up from 85.8%	88.4%	86.2%
Teacher attendance rate	98.9%	Up from 98.1%	95.9%	95.3%
Average teacher salary	\$40,556	Down 1.5%	\$41,476	\$39,909
Prof. development days/teacher	5.8 days	Down from 8.9 days	10.2 days	11.4 days

School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio	21.1 to 1	Down from 21.7 to 1	20.4 to 1	18.9 to 1
Prime instructional time	95.2%	Up from 94.5%	91.0%	89.7%
Dollars spent per pupil*	\$4,680	Down 0.4%	\$5,329	\$5,892
Percent spent on teacher salaries*	67.9%	Up from 67.1%	68.4%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

**Goals and Objectives:** The faculty and staff of Brushy Creek Elementary School worked together with parents and community representatives to develop a shared vision and school goals for the 2002-2003 school year. These groups reviewed the most recent test data, state standards for learning, and the Education Plan of the School District of Greenville County. A priority goal for Brushy Creek Elementary was to improve student performance in math. Several school-wide strategies were adopted to support this goal. They include professional development for teachers in math strategies such as Everyday Counts Math, PRISM math and use of manipulatives; daily math problems; improved alignment of math curriculum with PACT; and thinking and reasoning activities. ACT 135 monies were used to employ teaching assistants who worked with at risk students in reading and math. Our SIC (School Improvement Council) secured parent and high school student volunteers to work with students who are predominantly non-English speaking and those struggling with math. All strategies are aligned with and support the five goals of the District Education Plan. Success will be measured by student performance on standardized tests.

**Accomplishments:** Brushy Creek Kindergarten and first grade teachers used the South Carolina Readiness Assessment Test to establish baseline data this school year. Brushy Creek students continued to score above district and state averages in all areas of the Metropolitan Achievement Test, given for the last time in spring 2002 to students in grades 2 and 3. The Iowa Test of Basic Skills, given in spring 2003 will establish new baseline data. Students in grades 3, 4, and 5 scored above district and state averages on the Palmetto Achievement Challenge Test in both Math and English/Language Arts. Brushy Creek Elementary was again named a Palmetto Gold Award Winner. We believe that focused staff development, alignment of instructional strategies with curriculum standards, the addition of Instructional Coaches to elementary schools, use of the Four Block Reading model, academic enrichment provided to at-risk students by ACT 135 teaching assistants, use of volunteers, and outstanding parental support of academic programs all contribute to the success of our students.

**Plans for the future:** Examination of the most recent test data will be critical in planning for the 2003-04 school year. Results from various surveys administered to students, parents and staff will be studied. Faculty and staff, SIC, and PTA will all be involved in establishing specific goals to improve student academic performance and school strategies to support the Education Plan of the District. One strategy we are employing in an effort to address barriers to accomplishing student performance objectives is soliciting volunteers to help students with deficiencies in math in preparation for PACT. Due to the uncertain nature of school funding, we will work to protect teaching positions that address at-risk learners. We believe that we are raising the academic challenge and performance of each student and that our test scores support this. We are working hard to support our district vision "to be the best in the Southeast by 2005!"

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.